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ABSTRACT

The purpose of this research project was to determine if, like books, the content of children's magazines changes to reflect current societal trends. The study used the method of content analysis and was limited to one children's magazine, "Children's Digest." Certain trends in children's literature were identified through the literature search, and "Children's Digest" was examined to see whether it reflected these changes. A content analysis of issues from 1968, 1978, and 1988 revealed that the content of "Children's Digest" had indeed changed to reflect current societal trends. Illustrations, stories, and articles were analyzed. The issues studied were the presences of minority or handicapped persons; the presence of social issues such as divorce, environmental concerns, and health issues; and sex equality and role stereotyping. Results indicated that the contents of "Children's Digest" has changed over the last 30 years to reflect trends due to the changing sociopolitical environment. The most significant change was shown to occur in the area of sex equality and stereotyping. (Contains 36 references.) (Author/TMK)

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CHILDREN'S DIGEST AND SOCIETAL TRENDS

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Karen Sue Eckart

December, 1990

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Abstract of
Children's Digest and Societal Trends

Many writers have observed that the literature of a culture reflects the sociopolitical environment of that society. In no area of literature is this as evident as in children's literature. Many studies have been done to show this correlation. These studies have confined the analysis to only one aspect of children's literature - books. Little has been written on children's magazines.

The purpose of this research project was to determine if, like books, the content of children's magazines change to reflect current societal trends. The study used the method of content analysis and was limited to the analysis of one children's magazine, Children's Digest. Certain trends in children's literature were indentified through the literature search. The purpose of this project was to determine if these same changes had occurred in Children's Digest.

A content analysis study of issues from 1968, 1978 and 1988 revealed that the content of Children's Digest has indeed changed to reflect current societal trends. Illustrations, stories and articles were analyzed. The issues studied were: the presence of minority or handicapped persons; the presence of social issues such as divorce, environmental concerns and health issues; and, sex equality and role stereotyping.

Master's Research Paper by

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TABLE OF CONTENTS

Chapter

I. INTRODUCTION 1

II. THE LITERATURE REVIEW 3

III. METHODOLOGY 6

IV. RESULTS 12

V. CONCLUSION 19

Appendix

1. A: GROUP I. ILLUSTRATION AND STORY ANALYSIS 21

2. B: GROUP II. ILLUSTRATION AND STORY ANALYSIS ... 23

3. C: GROUP III. ILLUSTRATION AND STORY ANALYSIS .. 25

4. D: COMPARISON CHART OF GROUPS I, II AND III 27

Endnotes 30

Bibliography 31

CHAPTER 1. INTRODUCTION

The turbulent 1960s spawned many changes in American society. These changes have carried over into the 1970s and 1980s. Many writers have observed that the literature of a culture reflects the sociopolitical environment of that particular society. In no area of literature is this as evident as in children's literature. Many books and articles have been written to show the correlation that exists between societal trends and children's literature. For example, studies have shown that in the last thirty years, the roles of women and minorities have changed in children's literature. Also, social issues such as divorce and environmental concerns are now appearing in children's literature. Most studies have confined the analysis to only one aspect of children's literature - books. Little, if anything, has been written on another area of children's literature, namely, children's magazines.

Children's magazines have been in existence for many years. The earliest magazines, such as The Encourager, were religious in nature and contained religious writings as well as moral instruction.[1] Later magazines began using famous authors and illustrators as contributors. These magazines focused on providing wholesome entertainment for children.[2] Today's magazines cover a wide range of topics from nature, to sports, to health. Some are recreational and some are educational.

As a group, magazines for children have changed greatly over the years. Individual magazines have changed greatly as well. The purpose of this research project was to determine

if, like books, the contents of children's magazines change to reflect current societal trends. The study was limited to one magazine, Children's Digest. Certain trends in children's books have taken place since the 1960's and this research project was designed to determine if the content of Children's Digest has changed to reflect these same trends.

CHAPTER II. THE LITERATURE REVIEW

The literature review revealed two areas in children's literature that reflect current societal trends. The first area is in the publishing world. The second area is in the content of the literature itself.

Trends in Publishing

Jean F. Mercier, Connie C. Epstein, Regina U. Minudri, Lillian Noreen Gerhardt, Sheila A. Egoff and Barbara Elleman have written about trends in children's publishing. Some of these trends include: more movie and television tie-ins, more retellings of folk and fairy tales, more reprints of classics in heavily illustrated editions, a decline in non-fiction and a decline in comedies. Instead of humor, more emphasis is being placed on "problem" books. These books have plots that revolve around the solution of a given problem such as alcoholism, child abuse, divorce, murder, suicide, pregnancy, anorexia nervosa and cancer.[3] Publishers are also looking for illustrators with flashy styles. This no doubt reflects the effects of television and movies.[4] As one can see, the publishers are following current trends in American society.

Content Trends

Many individual studies have been conducted on the contents of children's literature. Barbara Elleman has written about trends she has identified that reflect the sociopolitical environment. These include: an easing of taboo topics; a move from group protagonists to individual protagonists, in many cases, female; a portrayal of adult women as strong or

eccentric, or as working career women; an increase in stories dealing with death and disease; and a concern with everyday issues such as sibling rivalry, divorce and stepparents. She lists several other trends as well. One resulting directly from the 60s is the recognition of the need for books on minorities. There was a surge of material on blacks in the 1970s. This peaked in 1979 and has been declining ever since.[5]

The treatment of minorites has been an area of much concern. Clara O. Jackson, Karen Patricia Smith, Elizabeth Thoman, Charles Harmon, Barbara T. Rollock, Margo Alexandre Long, Jean St. Clair, Rosalie Black Kiah and Karen Irene Adams have written about the treatment of minorities in children's books. A study conducted by Janet Miller and June H. Schessinger looked at the portrayal of minority characters in the Nancy Drew series. They found that the portrayal of minorities has become more positive in the books from the 1930s to the 1980s.[6]

Another area of much concern is the portrayal of women and sex-role stereotyping. Andree Michell, Denise Wilms, Katharine Everett Bruner, Patricia Roberts, Wilma Holden Dougherty, Laura J. Collins, Judith R. Kinman, Katharine E. Heintz, F. Jill Fried, Arvind P. Dave and Sheila Graham Ray have all written on the topic of sexism in children's books. Jennifer Newton recently did a study of Newbery Medal Winners from 1951 to 1985. The study was done to detect possible trends in the books that reflect societal changes. Newton found that in the 1970s, authors and publishers began using unisex terms when possible. The myth that girls must be married to be happy has been

slowly disappearing from the literature, and boys are now allowed to show emotion.[7]

Katharine Heintz conducted a study of award winning children's books. The books examined were from 1971-1984. The number of male and female characters were counted and the occupations and activities of each character were evaluated. The study revealed that in more recent books, less stereotyping is done and girls are shown more frequently than in the older books. However, males still outnumber females in frequency of appearance and in the number of activities and occupations they are involved in.[8]

Another trend in children's literature that is related to a trend in society is a concern for the environment. A study done by Kerry Ann Kirk and Jerry Karbon found that more environmental content is present in books published after 1970.[9]

While a search of the literature revealed many articles and research papers on the topic of children's books and societal trends, nothing was found that included studies of children's magazines and societal trends. Therefore, this research is unique and seeks to explore an area which has not been covered before.

CHAPTER III. METHODOLOGY

One children's magazine was examined. Issues from 1968, 1978 and 1988 were evaluated to see if there was a difference in content between them. The magazine evaluated was Children's Digest.

Children's Digest belongs to a group of magazines designed for individual readers. The main function of these magazines is recreational, not educational, although many of the activities are meant to inform as well as entertain. Other magazines of this type include Child Life, Jack and Jill, Humpty Dumpty, Cricket, and Chickadee. All of these magazines appeal to a wide number of readers and include a variety of reading activities such as stories, plays, poetry, games, puzzles, contests, jokes, riddles, cartoons, recipes, crafts and so on. All of these magazines are written in a light, playful tone.[10]

Children's Digest was chosen from this list for several reasons. First, a magazine was needed that has been in existence for at least three decades. Children's Digest was first published in 1950, and issues from the 1960s, 1970s and 1980s are available. Second, Children's Digest seemed to be the best in terms of overall quality. While Jack and Jill and Humpty Dumpty circulate more magazines per year, the quality of the writing, the illustrations and the layout are poor. Neither are recommended for purchase in Magazines for Libraries.[11] Cricket, Cobblestone and Chickadee were all recommended over Children's Digest. Unfortunately, these

magazines are fairly recent publications. Cricket started in 1973, Cobblestone in 1980 and Chickadee in 1979. Third, Children's Digest contains stories, articles and illustrations. This broad range helped facilitate a study of trends over time.

There were some limitations to this study. First, only stories and articles over two pages in length were analyzed. All the illustrations that accompanied these were also analyzed. No attempt was made to analyze the numerous games, puzzles and letters that also appear in each issue. Finally, rather than attempt to analyze every minute detail, the study was limited to three major categories: sex equality and role stereotyping; the representation of minority or handicapped persons; and finally, social issues such as divorce, single-parent families and environmental concerns. These three categories were chosen because in the literature on children's books and societal trends, those are continually mentioned as areas of great change in the last thirty years. Since the purpose of this study was to determine if the content of this magazine had changed over time like the content of books, these three major categories were appropriate.

Illustrations and Photographs

Each of the three categories has been evaluated in the following manner.

SEX EQUALITY AND STEREOTYPING. When counting male/female ratios, every person in the illustration or photograph was counted. Characters who were part of crowd scenes or who were

too far in the distance to tell their gender were not counted. The frequency of appearance was the unit of measurement. The main character(s) in each have been evaluated on the activity in which they are engaged. The following activities were counted. A brief description of each is given to clarify how the illustrations and stories were evaluated.

Active Activities. This was a broad category and included any type of physical activity such as walking, driving, riding a horse, playing a musical instrument and so on. Some illustrations really did not fit into any category. For example, many pictures showed people eating. These were not counted as an activity unless someone was serving the food to the rest. There were also many "mug shots" whose purpose was to give a portrait of the main character. These were not included as activities either. Generally, if an activity involved one of the other categories counted, it was counted under that category. For example, a character shown playing football would have been counted under the sports category, not this one.

Solving Problems. A perusal of the text often determined whether the characters illustrated belonged in this category.

Earning/Handling Money. Money needed to be shown in the picture. People in an obvious occupation that earns money such as policeman were not counted here. These characters were included in the occupation category.

In Sports. Sports such as baseball, football and basketball were included here as well as fishing and hunting.

In Tears or Helpless. If characters were in tears or in obvious distress they were counted here.

Cooking, Cleaning, Other Household Chores. This category was very straight forward and is self explanatory.

In an Occupation. Any character shown in a uniform was counted. Also, any characters performing a task for which they earned a salary was counted.

In Control. In illustrations with groups of people (two or more), the characters were evaluated to see if anyone appeared to be in control. In some cases, the characters were shown controlling animals or the forces of nature. These characters were also counted in this category. Reading the text helped determine what was occurring in the illustrations.

As Bystanders. This category was added because there were many illustrations where the people were not doing anything but watching the action or the main character. This category was added to see if proportionally males were shown as bystanders more than females.

REPRESENTATION OF MINORITY AND HANDICAPPED PERSONS. The frequency of appearance was the unit of measure. The activities they were involved in were counted with the rest of the categories based on male/female gender. Their activities were not evaluated separately. This was done because the issue was their representation, not their activities.

Stories and Articles

Each of the three categories have been evaluated in the following manner.

PRESENCE OF A MINORITY OR HANDICAPPED PERSON. The number of minority characters and the number of handicapped persons were counted. The roles the minority characters played were evaluated to see if they were portrayed as individuals or as stereotypes. In order to be counted as a minority figure, the person needed to be shown in an American context. For example, if a story was a Chinese fairy tale, the people in the illustrations were not counted as minority characters.

SOCIAL ISSUES. These were evaluated by the absence or presence of the issue. For example, if a story mentioned or implied that it was a single parent home, a score of one was given that issue. If the story mentioned three times that it was a single parent home, a score of one was still given. If the issue was not mentioned, a score of zero was given. The three categories evaluated were: divorce or a single-parent home; environmental concerns such as ecology or conservation, and third; health issues such as nutrition, exercise and so on.

SEX EQUALITY AND STEREOTYPING. The number of male and female characters in the story or article were counted and the roles each played in the story evaluated. The purpose of this section was to identify if a trend towards sex equality and a lessening of stereotyping can be found. The questions asked were designed to see if this trend is occurring, not to study in detail the treatment of males and females in this magazine. Eleven questions were asked. Not all eleven applied to every story or article. For example, some of the articles were on science topics and did not contain main characters. Also, many

of the stories contained no female characters, so the questions concerned with the portrayal of females were irrelevant. If a story mentioned a wife or mother, but that character had no part in the story, then the story was considered to have no female characters. The question relating to gender free terms was used mainly in the non-fiction articles. Did the writer use terms such as "mankind" or did the writer use more generic terms such as "humanity" or "people?"

The eight issues of Children's Digest from 1968 comprised Group I. The eight issues of Children's Digest from 1978 comprised Group II, and the eight issues from 1988 comprised Group III. Each of the twenty-four issues was evaluated separately. The findings from the eight issues from 1968 have been compiled in Appendix A. The results from 1978 have been compiled in Appendix B, and the results from 1988 have been compiled in Appendix C. The numbers shown in these charts represent the number of times each issue was counted. The results of all three groups have been converted to percentages (where applicable) and compiled by topic in Appendix D for comparison.

CHAPTER IV. RESULTS

The literature review revealed several trends in children's literature over the last thirty years. Three of these trends are: a rise in the representation of minority and handicapped characters; a rise in literature addressing social issues, and; an increase in sex equality between males and females and a lessening of sex role stereotyping. The results of this research project show that these changes have been reflected in Children's Digest.

Representation of Minority Persons. The research showed that of the twenty-four cover illustrations analyzed, none showed minority figures. However, the illustrations inside the magazine showed a slight increase in the representation of minorities and a change over the years in the situations in which minorities were shown.

In 1968, only 1% of the people shown in Children's Digest were minorities. The minorities shown were American Indians and blacks. In 1978 and 1988, 6% of the people shown were minorities. In 1978, the minorities shown were blacks and American Indians (Eskimos). The minorities were only shown in articles about the minority group. For example, a series was written about Jazz music and several blacks were shown in this series. Minorities were not shown as being part of crowd scenes, nor were they shown in groups such as classrooms. In 1988, representation of minorities had improved somewhat. Blacks were shown as well as Spanish Americans. The blacks were no longer confined to articles about blacks. In illustrations showing

classes, some of the children depicted were black. Several bystanders were also black.

The text of the stories and articles in Children's Digest has a greater increase in minority representation than do the illustrations. In 1968, only 8% of the articles featured minority characters. In 1978, the number jumped to 16% and in 1988, the number of minorities reached 21% (Appendix D).

Representation of Handicapped Persons. Handicapped characters were represented even fewer times than minorities. A handicapped person was not shown on any of the covers examined. As for the illustrations inside, only one handicapped person was shown in a wheelchair in one of the 1988 issues.

The text of the stories and the articles was not much better. In 1968, there was a fairy tale about a deformed person who was made to act as the court jester. In 1978, no handicapped persons were present. In 1988 there was a story about a girl whose father was dyslexic. The story told about dyslexia and how the family worked together to help him.

The research showed that the representation of handicapped persons is still quit low. However, the representation of minorities has increased somewhat since 1968. Minority representation appears to have increased more in the text of the magazine than in the illustrations. Minorities are also being pictured in more group situations.

Presence of Social Issues. The absence or presence of three social issues was counted. These issues were: divorce or a single-parent home; environmental concerns, and; health issues.

In 1968 none of these issues were present in the stories or the articles. In 1978, divorce and health issues were not mentioned. However, there were three articles that discussed environmental concerns such as pollution and saving endangered species.

In 1988, nine stories mentioned or implied that a divorce had occured or that a single parent was raising the family. Five of the stories mentioned an environmental concern. The biggest increase was in the area of health issues. Thirteen stories mentioned health issues such as nutrition, exercise, the importance of sleep, etc. While the increase in health issues can be attributed in part to the change in the focus of the magazine, there is no doubt that this shift was the result of societal changes and trends in children's literature.[12]

Sex Equality and Role Stereotyping. This is the area of greatest change over the last thirty years. The number of females represented in the magazine has increased dramatically, not only in the number of times they are shown in illustrations but also in how they are treated in the text of the magazine. In 1968, males were shown thirty times on the covers of Children's Digest. Females were shown only five times. In 1978, males were shown on the covers seven times and one female was shown. In 1988, the gap narrowed even further, males were shown eleven times and females were shown eight times.

The illustrations inside the magazine showed a trend towards more equal representation as well. Of the total number of people shown in 1968, 84% were males. In 1968, 69% were males

and in 1988, 58% were males. Although males still outnumber females, at least the ratio is more equal.

A similar change has occurred in the text of the articles and stories as well. In 1968, 84% of the stories had males as the main character. In fact, 58% of the stories had no female characters at all. Females were only given leading roles in 6% of the stories. In 1978 this shifted more in the girl's favor. 70% of the stories had male main characters. The number of stories without female characters dropped to 31% and girls were the lead characters in 21% of the stories. By 1988, the gap had narrowed even further. Males were the main characters in 49% of the stories and articles. Females were the main characters in 36% of the stories. Only 5% of the stories had no female characters and for the first time, there were two stories with no male characters.

The biographies also showed a move towards more equality in representation of males and females. In 1968, there were four biographies and all were about males. In 1978, there were three biographies, two on males and one on a female. In 1988, two biographies were done, one on a male and one on a female. Clearly, there has been a dramatic shift towards equality in representation but the males still outnumber females.

Both the illustrations and the stories were evaluated for stereotyping. The results can be seen in Appendices A-D. Some of the major changes include the following. First, in the issues from 1968 and 1978, females were never shown in sports activities. During these years, 5-6% of the males pictured were

involved in some type of sport. In 1988, 2% of the females were shown involved in sports and 5% of the males were.

Second, in 1968, 7% of the females were shown in tears or helpless. By 1988, this had dropped to 0%.

Third, males were not shown doing household duties in the issues from 1968. 8% of the females were shown doing such duties. By 1988, 3% of the males were shown doing household duties and 4% of the females.

Fourth, in 1968 the number of males shown in an occupation dropped considerably by 1988. In 1968, 20% of the males were shown in an occupation. In 1978 only 5% were and in 1988 only 4% were. By 1988 the representation of males and females in an occupation was nearly even, 4% of the males and 3% of the females.

Fifth, the number of women as bystanders was higher than the number of male bystanders during 1968 and 1978. In 1968, 20% of the males were shown as bystanders and 28% of the females were. In 1978, 14% of the males were shown as bystanders and 23% of the females were. By 1988, the numbers had dropped considerably in both cases. Males were shown as bystanders 8% of the time and for the first time, females were shown less frequently as bystanders at 2% of the time.

Sixth, boys are allowed to show more emotion. In 1968, boys were allowed to show emotion in only 12% of the stories. In 1978, they showed emotion in 21% of the stories and by 1988, were allowed to show emotion in 26% of the stories. Boys were portrayed in stereotypical male roles 72% of

the time in 1968. In 1978, the number dropped to 42% and by 1988, boys were being shown in stereotypical male roles 21% of the time.

Seventh, the roles of females have changed over the years. In 1968, the girls were portrayed in stereotypical female roles 44% of the time. By 1988 the number dropped to 18% of the time. In 1968, only 3% of the girls portrayed were valued for their intellegence over their looks. By 1978 this number had risen to 21% and by 1988, this number had risen to 36%. In 1968 many of the females were portrayed very negatively as shrews or selfish and heartless creatures. By 1988, the representation of females was positive in 49% of the stories and articles.

In 1968, only 10% of the girls were portrayed as leaders in the stories. In 1978, this number rose to 21% and by 1988, the number reached 34%. Also, in the issues from 1968, the girls were shown as passive and accepting of male leadership 34% of the time. This number dropped to 10% in 1978 and then to 8% in 1988.

The women were shown as having careers other than wife/mother in only 2% of the stories in 1968. In 1978, 10% had outside careers and by 1988, 18% had other careers. Unfortunately the careers the women had are still very stereotypical. Most were teachers and several were stewardesses. There were no females portrayed as doctors or police officers or other roles commonly thought to be male roles.

Finally, in 1968, only 6% of the stories used terms that are gender free. In 1978 this number rose to 21% and by 1988 it

reached 57%. Clearly, one can see that there has been a dramatic change in sex role stereotyping in Children's Digest. This is definitely a reflection of the great changes occurring in American society.

CHAPTER V. CONCLUSION

The trends that have occurred in children's books due to a changing sociopolitical environment have indeed been reflected in the contents of Children's Digest over the last thirty years. The representation of minorities has increased slightly, especially in the text of the magazines. The representation of handicapped persons is still low but in more recent issues they are portrayed in less stereotypical roles than in earlier issues.

More social issues are being mentioned. Issues such as health and nutrition are being incorporated into the stories in the later magazines. Also, more families are being shown as single parent families with a mother working to support the family.

The most significant change has occurred in the area of sex equality and stereotyping. Males are still shown more in the illustrations than females but the gap has closed considerably between 1968 and 1988. More stories include both male and female characters and more stories have females as the main characters. In the issues from 1988, females are shown engaged in sports for the first time. Also, boys are shown doing household chores such as cooking almost as often as girls. Boys are allowed to show more emotion and act in ways that in the 1960s and 1970s would have been considered acting like a sissy. Girls are being shown as leaders more and are no longer as passive and as accepting of male domination as before. Women are also portrayed having careers outside the home. Unfortunately, the careers the women

are shown in are still stereotypical female careers. Finally, there has been a definite trend towards using gender free terms when possible.

A future study might also include issues of Children's Digest from 1958. A more in-depth study could also be done in which the games, puzzles, poems and short articles are analyzed as well as the stories and articles. Also, this type of study could be conducted on other children's magazines to see if these same changes have occurred over the years.

Appendix A

GROUP I

ILLUSTRATIONS

COVER ----------

MALES	FEMALES	MINORITY/ HANDICAPPED
30	5	0

INSIDE ----------

TOTAL NUMBER OF PEOPLE SHOWN: 778

MALES	FEMALES	MINORITY/ HANDICAPPED
648	121	8

CHARACTERS SHOWN IN: ----------

ACTIVE ACTIVITIES:	MALES: 179	FEMALES: 9
SOLVING PROBLEMS:	MALES: 16	FEMALES: 1
EARNING / HANDLING MONEY:	MALES: 4	FEMALES: 0
IN SPORTS:	MALES: 30	FEMALES: 0
IN TEARS OR HELPLESS:	MALES: 6	FEMALES: 9
COOKING, CLEANING, OTHER HOUSEHOLD CHORES:	MALES: 0	FEMALES: 10
IN AN OCCUPATION:	MALES: 135	FEMALES: 3
IN CONTROL:	MALES: 29	FEMALES: 2
AS BYSTANDERS:	MALES: 134	FEMALES: 34

STORY ANALYSIS

FICTION STORY: 35 ARTICLE: 13 BIOGRAPHY: 4 (All males)

PRESENCE OF MINORITY/HANDICAPPED PERSONS

1. Was a minority character present?	Yes: 4	No: 48
2. If so, were they portrayed in a stereotypical manner?	Yes: 1	No: --
3. Was a handicapped character present?	Yes: 2	No: 50

PRESENCE OF SOCIAL ISSUES

1. Divorce or a single parent home?	Yes: 0	No: 52
2. Environmental concerns?	Yes: 0	No: 52
3. Health issues such as nutrition, exercise, drug abuse...	Yes: 0	No: 52

SEX EQUALITY AND STEREOTYPING

1. Was the main character male or female?	M: 42	F: 3
2. Was there a female character?	Yes: 17	No: 29
3. Were the boys portrayed in stereotypical male roles?	Yes: 36	No: 2
4. Were the boys allowed to show emotion?	Yes: 6	No: 10
5. Were the girls portrayed in stereotypical female roles?	Yes: 22	No: 1
6. Were the girls valued for their intellegence rather than their looks?	Yes: 4	No: 3
7. Were the girls portrayed positively?	Yes: 12	No: 6
8. Were the girls in the story the leaders?	Yes: 5	No: 20
9. Were the girls passive and accepting of male leadership?	Yes: 17	No: 5
10. Did the women have careers other than housewife/mother?	Yes: 1	No: 17
11. Did the article use terms that are gender free?	Yes: 3	No: 30

Appendix B

GROUP II

ILLUSTRATIONS

COVER ----------

MALES	FEMALES	MINORITY/ HANDICAPPED
7	1	0

INSIDE ----------

TOTAL NUMBER OF PEOPLE SHOWN: 335

MALES	FEMALES	MINORITY/ HANDICAPPED
230	105	19

CHARACTERS SHOWN IN: ----------

ACTIVE ACTIVITIES:	MALES: 66	FEMALES: 16
SOLVING PROBLEMS:	MALES: 4	FEMALES: 3
EARNING / HANDLING MONEY:	MALES: 2	FEMALES: 0
IN SPORTS:	MALES: 16	FEMALES: 0
IN TEARS OR HELPLESS:	MALES: 7	FEMALES: 2
COOKING, CLEANING, OTHER HOUSEHOLD CHORES:	MALES: 1	FEMALES: 8
IN AN OCCUPATION:	MALES: 12	FEMALES: 2
IN CONTROL:	MALES: 9	FEMALES: 2
AS BYSTANDERS:	MALES: 35	FEMALES: 24

STORY ANALYSIS

FICTION STORY: 26 ARTICLE: 9 BIOGRAPHY: 3 (1 female)

PRESENCE OF MINORITY/HANDICAPPED PERSONS

1. Was a minority character present?	Yes: 6	No: 32
2. If so, were they portrayed in a stereotypical manner?	Yes: -	No: 6
3. Was a handicapped character present?	Yes: 0	No: 38

PRESENCE OF SOCIAL ISSUES

1. Divorce or a single parent home?	Yes: 0	No: 38
2. Environmental concerns?	Yes: 3	No: 35
3. Health issues such as nutrition, exercise, drug abuse...	Yes: 0	No: 38

SEX EQUALITY AND STEREOTYPING

1. Was the main character male or female?	M: 27	F: 8
2. Was there a female character?	Yes: 21	No: 12
3. Were the boys portrayed in stereotypical male roles?	Yes: 16	No: 4
4. Were the boys allowed to show emotion?	Yes: 8	No: 5
5. Were the girls portrayed in stereotypical female roles?	Yes: 15	No: 5
6. Were the girls valued for their intellegence rather than their looks?	Yes: 8	No: 7
7. Were the girls portrayed positively?	Yes: 17	No: 2
8. Were the girls in the story the leaders?	Yes: 8	No: 12
9. Were the girls passive and accepting of male leadership?	Yes: 4	No: 4
10. Did the women have careers other than housewife/mother?	Yes: 4	No: 9
11. Did the article use terms that are gender free?	Yes: 8	No: 4

Appendix C

GROUP III

ILLUSTRATIONS

COVER ----------

MALES	FEMALES	MINORITY/ HANDICAPPED
11	8	0

INSIDE ----------

TOTAL NUMBER OF PEOPLE SHOWN: 338

MALES	FEMALES	MINORITY/ HANDICAPPED
198	140	20

CHARACTERS SHOWN IN: ----------

ACTIVE ACTIVITIES:	MALES: 46	FEMALES: 32
SOLVING PROBLEMS:	MALES: 11	FEMALES: 6
EARNING / HANDLING MONEY:	MALES: 2	FEMALES: 2
IN SPORTS:	MALES: 18	FEMALES: 6
IN TEARS OR HELPLESS:	MALES: 1	FEMALES: 0
COOKING, CLEANING, OTHER HOUSEHOLD CHORES:	MALES: 10	FEMALES: 12
IN AN OCCUPATION:	MALES: 12	FEMALES: 11
IN CONTROL:	MALES: 12	FEMALES: 13
AS BYSTANDERS:	MALES: 26	FEMALES: 7

STORY ANALYSIS

FICTION STORY: 24 ARTICLE: 12 BIOGRAPHY: 2 (1 female)

PRESENCE OF MINORITY/HANDICAPPED PERSONS

1. Was a minority character present?	Yes: 8	No: 30
2. If so, were they portrayed in a stereotypical manner?	Yes: -	No: 8
3. Was a handicapped character present?	Yes: 2	No: 36

PRESENCE OF SOCIAL ISSUES

1. Divorce or a single parent home?	Yes: 9	No: 29
2. Environmental concerns?	Yes: 5	No: 33
3. Health issues such as nutrition, exercise, drug abuse...	Yes: 13	No: 36

SEX EQUALITY AND STEREOTYPING

1. Was the main character male or female?	M: 19	F: 14
2. Was there a female character?	Yes: 26	No: 2
3. Were the boys portrayed in stereotypical male roles?	Yes: 8	No: 11
4. Were the boys allowed to show emotion?	Yes: 10	No: 0
5. Were the girls portrayed in stereotypical female roles?	Yes: 7	No: 14
6. Were the girls valued for their intellegence rather than their looks?	Yes: 14	No: 0
7. Were the girls portrayed positively?	Yes: 19	No: 0
8. Were the girls in the story the leaders?	Yes: 13	No: 4
9. Were the girls passive and accepting of male leadership?	Yes: 3	No: 7
10. Did the women have careers other than housewife/mother?	Yes: 7	No: 8
11. Did the article use terms that are gender free?	Yes: 22	No: 0

APPENDIX D

THEME	GROUP I 1968	GROUP II 1978	GROUP III 1988
TOTAL NUMBER OF STORIES AND ARTICLES:	52	38	38
Biographies	4	3	2
(Males)	(4)	(2)	(1)
TOTAL NUMBER OF PEOPLE ILLUSTRATED:	778	335	338
PRESENCE OF MINORITY OR HANDICAPPED PERSONS			
1. Was a minority character present?	Y 8% N 92%	Y 16% N 86%	Y 21% N 79%
2. If so, were they portrayed in a stereotypical manner?	Y 2% N 2%	Y - N 100%	Y - N 100%
3. Minority persons shown on covers:	0	0	0
4. Minority persons shown inside:	1%	6%	6%
5. Was a handicapped character present?	Y 4% N 96%	Y 0% N 100%	Y 5% N 95%
6. Handicapped persons shown on covers:	0	0	0
PRESENCE OF SOCIAL ISSUES			
1. Divorce or a single parent home?	Y 0 N 100%	Y 0% N 100%	Y 23% N 77%
2. Environmental concerns?	Y 0 N 100%	Y 8% N 92%	Y 13% N 87%
3. Health issues such as nutrition, exercise...	Y 0 N 100%	Y 0% N 100%	Y 34% N 66%

THEME	Group I 1968		Group II 1978		Group III 1988	
SEX EQUALITY AND STEREOTYPING:						
Number of males/females shown on covers:	M 30	F 5	M 7	F 1	M 11	F 8
Males/females shown in illustrations:	M 84%	F 16%	M 69%	F 31%	M 58%	F 42%
CHARACTERS ILLUSTRATED IN:						
*Active activities:	M 27%	F 7%	M 26%	F 15%	M 14%	F 10%
*Solving problems:	M 2%	F 1%	M 2%	F 3%	M 3%	F 2%
*Earning/handling money:	M 1%	F 0%	M 1%	F 0%	M 1%	F 1%
*In sports:	M 5%	F 0%	M 6%	F 0%	M 5%	F 2%
*In tears or helpless:	M 1%	F 7%	M 3%	F 2%	M 0%	F 0%
*Cooking, cleaning, household chores:	M 0%	F 8%	M .5%	F 8%	M 3%	F 4%
*In an occupation:	M 20%	F 2%	M 5%	F 2%	M 4%	F 3%
*In control:	M 4%	F 2%	M 4%	F 2%	M 4%	F 4%
*As bystanders:	M 20%	F 28%	M 14%	F 23%	M 8%	F 2%

Continued...

THEME	GROUP I 1968		GROUP II 1978		GROUP III 1988	
1. Was the main character male or female?	M 84%	F 6%	M 70%	F 21%	M 49%	F 36%
2. Was there a female character?	Y 34%	N 58%	Y 69%	N 31%	Y 68%	N 5%
3. Were boys portrayed in stereotypical male roles?	Y 72%	N 4%	Y 42%	N 10%	Y 21%	N 29%
4. Were the boys allowed to show emotion?	Y 12%	N 20%	Y 21%	N 13%	Y 26%	N 0%
5. Were girls portrayed in stereotypical female roles?	Y 44%	N 2%	Y 39%	N 13%	Y 18%	N 36%
6. Were girls valued intelligence over looks?	Y 8%	N 3%	Y 21%	N 18%	Y 36%	N 0%
7. Were the girls portrayed positively?	Y 24%	N 12%	Y 44%	N 5%	Y 49%	N 0%
8. Were the girls in the story leaders?	Y 10%	N 40%	Y 21%	N 31%	Y 34%	N 10%
9. Were the girls passive and accepting of male leadership?	Y 34%	N 10%	Y 10%	N 10%	Y 8%	N 18%
10. Did the women have careers other than wife/mother?	Y 2%	N 34%	Y 10%	N 23%	Y 18%	N 21%
11. Did the article use terms that are gender free?	Y 6%	N 60%	Y 21%	N 10%	Y 57%	N 0%

ENDNOTES

[1]Bernice E. Cullinan, Literature and the Child, New York: Harcourt Brace Jovanovich, 1989, 675.

[2]Marguerite C. Radencich, "Two Centuries of U.S. Magazines for Youth," Journal of Reading, March 1986, 496.

[3]Ethel Heins, "A Decade of Children's Books: A Reviewer's Response," Catholic Library World, September/October 1986, 75-85.

[4]Connie C. Epstein, "A Publisher's Perspective," Horn Book Magazine, January/February 1986, 104-7.

[5]Barbara Elleman, "Current Trends in Literature for Children," Library Trends, Winter 1987, 413-424.

[6]Janet Miller and June H. Schlessinger, "Trends in the Portrayal of Minorities in the Nancy Drew Series," Journal of Youth Services in Libraries, Spring 1982, 329-33.

[7]Jennifer A. Newton, "Newbery Winners Reflect Societal Trends," Top of the News, Fall 1986, 97-102.

[8]Katharine E. Heintz, An Examination of the Sex-Role and Occupational-Role Presentation of Female Characters in Award-Winning Children's Picture Books (Montreal: International Communication Association, 1984).

[9]Kerry Ann Kirk and Jerry Karbon, "Environmental Content in Award-Winning Children's Literature: 1960 through 1982," Journal of Environmental Education 17 (Spring 1986): 1-7.

[10]James Steel Frank, A Critical Approach to Children's Literature (New York: McGraw Hill, 1985), 396.

[11]Bill Katz, Magazines for Libraries (New York: Bowker, 1989), 229.

[12]This increase needs to be attributed in part to the change in the focus of Children's Digest between 1968 and 1988. By 1988, the magazine had become a health magazine for children. Many of the puzzles, games and poems in the 1988 issues deal with health issues. There is also a feature article in each issue called "Ask Dr. Cory." These articles were not counted as part of the research because they were under three pages in length.

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